



Actividades didácticas para fortalecer el aprendizaje desarrollador en escolares de quinto grado ***Didactic activities to strengthen developmental learning in fifth-grade schoolchildren***

Liliana Noa-Gámez; Tomás Matos-Romero; Aymara Falcón-López

Universidad de Guantánamo, Cuba

Correo(s) electrónico(s)

liliana@cug.co.cu

tomasmr@cug.co.cu

aymarafl@cug.co.cu

ORCID: <https://orcid.org/0000-0002-9944-9064>

<https://orcid.org/0000-0002-6877-2854>

<https://orcid.org/0000-0002-5548-8619>

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Resumen

El proceso de enseñanza aprendizaje desarrollador es aquel que garantiza en el individuo la apropiación activa y creadora de la cultura, propiciando el desarrollo de su auto perfeccionamiento constante, de su autonomía y auto determinación en íntima conexión con los necesarios procesos de socialización, compromiso y responsabilidad. El artículo desarrolla actividades didácticas que fortalecen dicho aprendizaje, aplicándose elementos que reflejan una posición activa del alumno en la búsqueda del conocimiento, interacción consciente, argumentación y discusión de sus puntos de vista, así como planificar y evaluar su tarea. Además constituyen una herramienta para los docentes y transforma los métodos y estilos de trabajo.

Palabras clave: Aprendizaje, Aprendizaje desarrollador, Actividades didácticas; Búsqueda del conocimiento

Abstract

The developmental teaching-learning process is one that guarantees the individual's active and creative appropriation of culture, fostering the development of constant self-improvement, autonomy and self-determination in close connection with the necessary processes of socialization, commitment and responsibility. The article develops didactic activities that strengthen such learning, applying elements that reflect an active position of the student in the search for knowledge, conscious interaction, argumentation and discussion of their points of view, thus planning and evaluating their task. They also constitute a tool for teachers and transform work methods and styles.

Keywords: Learning, Developmental learning, Didactic activities; Knowledge search

Introduction

Today, educators are faced with problems that need to be solved: Hence, we can ask ourselves the following question: Is society satisfied with the learning and training results of the new generations?

Different international researches point to central problems that need to be solved with the cohesive intervention of teachers and managers, among which the following stand out:

The accumulation of insufficiencies in learning, which increase from one educational level to another and are manifested in the limited performance of students in the appropriation and use of knowledge, which in general are weak and do not go beyond the reproductive level, so they cannot operate with concepts.

Research carried out in Cuba by the Central Institute of Pedagogical Sciences has pointed out the difficulties found in primary and secondary school students in terms of their ability to plan, supervise and evaluate their own processes, and the tendency towards reproductive, non-conscious and unreflective ways of dealing with the acquisition of knowledge (Projective Model of Basic Secondary Education, 1998; Rico and Hidalgo, 1997; Rico, 1996).

By the way, we can say that developmental education, concretized in the system of learning and teaching actions, is affirmed in an understanding of human development that penetrates its essence, and obviously confers its special imprint, where the intentionality and purpose of the process exceed its traditional linear and partialized conception, preparing man for life from the appropriation of cognitive, metacognitive and motivational procedures and strategies.

The empowerment of developmental learning is conceived as a function of provoking in the educational practice the activation and self-regulation of the processes involved in learning, the establishment of meaningful relationships with the contents to be learned together with the motivation to learn that promote the integral development of the student through the cooperative action in the group. (Martín, M, 2014).

Around the learning situations, there are shared results in terms of the scientific, individual, differentiated and contextualized character, according to the diversity of students and above all the developmental approach. From this approach, developmental learning situations are perceived

as intentionally organized spaces where, through a system of educational actions and group interaction, the dialectic relationship between learning and developmental teaching processes takes place.

On the other hand, developmental learning generates, from the very contradictions on which its existence is based, the inexhaustible need to learn and grow, and the psychological resources (cognitive, affective, motivational-volitional) necessary to achieve it. That is why Castellanos, D. (2001) has stated that the main dimensions of developmental learning are the tendency to the activation and self-regulation of the processes involved in learning and the possibility of establishing a deep, personal and meaningful relationship with the contents that are learned from an intense motivation to learn that grows and is continuously enriched. It demonstrates that this constitutes a basic direction of teachers' work to guarantee the optimization of school learning.

The direction of the teaching process constitutes one of the fundamental ways that the teacher has to achieve the formation of his students, making a reality, in the practice of his work, one of the fundamental principles of socialist pedagogy: the unity of teaching, development and education. For this reason, it cannot be ignored in this work the treatment of some fundamental aspects of the quality of the teaching-learning process in the management of the cognitive activity of the students.

Development

Theoretical-methodological referents that support developmental learning in primary schoolchildren

The pedagogical thought of our national hero is still valid today, at an early moment as in the year he formulated "...There is no better system of education than that which prepares the child to learn by himself... Ensure each man the exercise of his own self". (1884, P.287.)

Learning has an intellectual and emotional character at the same time. Through it we build our knowledge, skills, abilities, capacities, intelligence, things that at the same time are a source of spiritual enrichment, emotions, feelings, results, convictions, ideals, through which we grow as persons and orient ourselves in life. It is a process of participation, collaboration and interaction

among several people, in the community and with the help of others, hence the need to deepen these issues, based on a general analysis of human learning.

A general conception of learning represents an indispensable heuristic tool for teachers' daily work; it provides them with an understanding of the complex and diverse phenomena that take place in the classroom, and therefore, a theoretical, methodological and practical foundation for planning, organizing, directing, developing and evaluating their professional practice, continuously improving it. All this constitutes a basic requirement for the educator to be able to strengthen, in a scientific and intentional way and not empirically or intuitively, the necessary types of learning.

Let us remember our Martí when he expressed: "...The mind is like the wheel of the carts, and like the word: it lights up with exercise, and runs lighter." (1884, P.287.) La America. New York.

However, traditionally, pedagogical work has revealed several limitations in the conceptions of learning, which have been systematized in the work of Castellano, D. (1997). Indeed, learning has been seen as a process that:

- Maximizes the cognitive, the intellectual, the informative, the knowledge, over the affective-emotional, the experiential, and the ethical and over the know-how.
- Constitutes an exclusive way of socialization, rather than individualization, personalization, construction and discovery of subjectivity.
- It is expressed as the acquisition of knowledge, habits, skills and attitudes to adapt to the environment, rather than learning to transform, to develop, to learn and to grow.

In line with the above, different bibliographies were consulted, such as the Dictionary, Learning and Teaching at School, Compendium of Pedagogy, Vygotsky, the Grijalbo Dictionary, among others, referring to the term learning, Dr. C Rico Montero 'defines it as: the process of appropriation by the student of culture, under conditions of orientation and social interaction' (2002, P. 96). (2002, P. 96).

To make this culture his own, requires an active, reflexive, regulated process, through which he learns, gradually, about the objectives, procedures, ways of acting, of social interaction, of thinking, of the historical-social context in which he develops and on whose process his own

development will depend, taking into account that for the problem under investigation these elements have great significance, they are taken up in the system of actions that is proposed through workshops, seminars and conferences that allow achieving a developmental learning in the students.

In the same way, the definitions of developmental learning given by different authors such as Vygotsky and Castellanos, D (2005) were valued, and due to their relation with this research, the authors agree and assume the one given by Castellanos, D (2005), where he defines that, a developmental learning is that which guarantees in the individual the active and creative appropriation of culture, favoring the development of his constant self-improvement of his autonomy and self-determination, in intimate connection with the necessary processes of socialization, commitment and social responsibility.

In order to achieve developmental learning, it is necessary for teachers to know how their students learn, i.e., the styles and ways they use to acquire knowledge and skills.

Learning is in constant transformation and development, which must make it effective and implies developing it in the students based on the different types and styles of learning in which it is manifested during the teaching-learning process, so it is considered of great importance that the teacher can identify them in the group.

Any type of learning (whatever its content, mechanism, level of complexity, etc.) produces changes in certain internal psychological and/or behavioral processes and structures, which may or may not be externally observable through new acquisitions and achievements, and which last for more or less long periods of life. However, only in the case that these new acquisitions contain in themselves the potential to promote new transformations and therefore to promote the transit of the subject towards higher levels of development, we affirm that truly developmental learning is taking place.

Developmental learning generates, from the very contradictions on which its existence is based, the inexhaustible need to learn and grow, and the psychological resources (cognitive, affective, motivational-volitional) necessary to achieve it. That is why it has been suggested (Castellanos et al, 2001) that the main dimensions of developmental learning are the tendency to activate and self-regulate the processes involved in learning and the possibility of establishing a deep,

personal and meaningful relationship with the contents being learned based on an intense motivation to learn that grows and is continuously enriched.

In short, developmental learning should strengthen students' active and creative appropriation of culture. It represents that way of learning and of becoming involved in one's own learning that guarantees the transition from control of the process by the teacher to control by the learners and, therefore, leads to the development of attitudes, motivations and tools necessary for the mastery of what we call learning to learn, and learning to grow permanently (Castellanos, D 2005).

The authors agree with the above statement because of its incidence in the problem under investigation, and we consider that in order to be developmental, learning must comply with the following basic criteria:

- Promote the integral development of the student's personality.
- Strengthen the progressive transition from dependence to independence and self-regulation.
- To develop the capacity for lifelong learning.

Therefore, these criteria have been conceived as a result of the dialectic interaction of the dimensions of developmental learning, as proposed by the aforementioned author and explained as summarized below:

Dimensions of developmental learning

Activation-regulation: Designates the active, conscious and intentional nature of the intellectual processes and mechanisms, where the student has the need to actively participate in the construction of knowledge and to progressively assume the direction and control of his own learning.

Motivation to learn: It is given by the particularities of the motivational processes that stimulate, sustain and give a direction to learning and that will condition its expression as a permanent activity of self-improvement and self-education.

The different dimensions of developmental learning take shape and come to life in the student depending on how these are enhanced and on the interplay of a series of factors, his learning will be efficient and of quality. Its developmental character is given in that it promotes the integral development of the student's personality, where not only knowledge, habits and skills are

appropriated, but also feelings, motivations, results, values, convictions and ideals are formed in him/her.

It also demands guaranteeing the unity and balance between the cognitive, the affective-motivational and the evaluative in the development and personal growth; to this purpose responds the system of actions to be developed taking into account the educational project that is presented, since the developmental learning in addition to what is expressed, generates from the contradictions on which its existence is based, the inexhaustible need to know, regardless of the different forms and styles used to learn.

Elements that identify developmental learning

- Active position of the learner in the search for knowledge.
- Conscious interaction with this knowledge.
- Argue and discuss their points of view.
- Generate positions.
- Elaborate and solve problems.
- Applying knowledge, resulting in results.
- Act independently.
- Plan, control and evaluate their task.

On the other hand, in (Notions of Sociology and Psychology) he states that in order to achieve that student appropriate the contents in a harmonic way, the pillars of Education can be developed:

- Learning to know: (System of knowledge and systems of experiences of creative activity).
- Learning to do: (System of skills and habits and system of experiences of creative activity).
- Learning to live together: (System of relationships with the world and system of skills and habits).

- Learning to do: (System of relationships with the world and system of experiences of creative activity).

This article considers that in order to achieve developmental learning in students, the adequate preparation of all educators, thus the socio-educational work emanating from the school to the community, must be a priority.

The instruments applied led to the following conclusions

- The classes taught are of a reproductive nature, which limits taking advantage of the potential of the students in terms of content.
- Teachers are aware of the developmental conception of learning, but teaching methods, procedures and means are not adequately used in the preparation of classes to ensure that students' learning is developmental.
- The use of traditional means predominates in the classes and the use of Scientific Information Technology for developmental learning is not exploited to the maximum and in a creative way.
- The teacher's activities predominate over the student's, which results in the fact that individual needs are not met in terms of developmental learning.

The current features of this process favor the elaboration of didactic activities that guarantee to strengthen in the student a developmental learning from the teaching subjects in correspondence with the demands of the purpose and objectives of primary education.

Proposal of didactic activities to strengthen developmental learning in fifth grade students.

Activity # 1

Topic: Adjectives:

Objective: To identify adjectives taking into account gender and number agreement, promoting developmental learning in students.

Teaching means. Cards, blackboard, slides, etc.

Methodological orientations

The group is divided into two teams; the exercises are distributed on cards to each side. A red star will be given to the team that answers the question correctly; the team that has difficulty will receive a blue star.

What are adjectives?

Choose the correct adjective for each sentence.

The girls_____ The fish_____

The toys_____ The mountain_____

The truck_____ The winter_____

The forest _____ The instruments_____

2. Join each adjective with its noun.

The houses Affectionate

The student Hungry

The grandmother Reddish

The mice Studious

3. Write three adjectives that describe what each picture is like.





4. Write an adjective for each noun. Remember that the adjective must have the same gender and number as the noun it accompanies.

The house_____ has a door_____

Maria is _____ and loves to play with her ball_____

The cup of tea smelled very_____

I have a dog_____ and a cat_____

Evaluation: Oral, through questions and answers. The winner is the one who accumulates the most red stars.

Activity # 2 The Dog and His Picture

Objective: To narrate the fable "The dog and his image" for the appropriation of knowledge, skills and intellectual capacities in close harmony with the formation of feelings, motivations, qualities, results, convictions and ideals.

Teaching means: Dog picture, the voice of the teacher.

Methodological guidelines:

It is suggested that the teacher learns the story or fable and narrates it to the students, imitating the voices of the characters, showing his capacity to improvise, to recreate in the act of telling, that is to say the living word, with all the measurable qualities of the voice.

You can also orient yourself:

Read the following fable and answer the corresponding questions.

One day, a dog had the good fortune to find a big piece of meat. How magnificent! said the unwary animal. "I will take it to my house and there I will eat it to my heart's content". He took the meat between his teeth and set off for home. On the way he crossed a little brook, whose crystal clear waters reflected his image, so he could clearly observe another dog with a huge piece of meat in its snout, "That dog has a bigger piece than mine!" I'll take it away from him and keep it I'm very hungry! the dog said to himself. At that moment, the animal opened its snout and dived swiftly into the water to grab the other dog's piece Oh disenchantment! It dived to the bottom and never found its rival.

By then he realized, albeit belatedly, that his gluttony had cost him the loss of his own prey, now he had neither his piece of meat nor that large supposed chunk he thought he saw in the stream.

1. Of the following sayings, which is the one that states the teaching of the fable?

- A) "A bird in the hand is better than a hundred in the air".
- B) "Under the gentle water is the worst current".
- C) "A dog that barks does not bite".
- D) "The fish dies through the mouth".

2. How would the fable end if the dog had kept his piece of meat?

- A) The dog recognizes his reflection in the water.
- B) The dog calmly crosses the stream.
- C) The dog enjoys the piece of meat at home.
- D) The dog finds another way to get home.

3. In the fable which event caused the dog's frustration?

- A) Entering the water without finding the other dog or his piece of meat.
- B) He saw another dog with his big piece of meat.
- C) To have found a big piece of meat.
- D) To have lost his big piece of meat.

4. What is the main theme of the fable?

- A) It is very important for everyone to concentrate on what they want to do in life.
- B) It is preferable to keep what you have so that you don't regret having nothing.
- C) You have to know how to recognize when you make mistakes.
- D) We must assume the consequences of our actions.

5. Develop a topic for this fable.

Evaluation: Oral, through questions and answers.

Activity # 3

Topic: The Magic Pulse

Objective: To retell the magic pulse develops their creative thinking, in a way that allows them to imagine ideas and variants to strengthen developmental learning.

Teaching means: Card with the story, teacher's voice, slides with the story.

Methodological guidelines

It is suggested to seat the students in a horseshoe shape or in a circle, read or memorize the story.

Ask questions for the comprehension of the story.

You can also guide them to read the story and answer the following questions:

Pilar had a black leather bracelet with six colored pearls. She found it under her pillow instead of the tooth she left the night before. It was the tooth fairy - her mother had told her.

Pilar was very happy. She put it on and thought: "It's been a great day; I hope it continues thus and we go on an excursion". When she arrived at the school, the young lady announced that they had finally been given permission to visit the botanical garden.

The bus is already waiting. Leave the snack here; we'll be back at recess time.

They had a great time. On the way back Pilar was looking at her new bracelet when the red ball vanished before her eyes. Thus she knew that the bracelet was magic and that each bead would grant her a wish.

1. Who is the main character? _____
2. Who gave them a gift? _____
3. What did the gift look like? _____
4. Where did she find it? _____
5. What did she wish for that day? _____
6. Why was it magical? _____
7. If you had a magic bracelet, what would you wish for? _____

8. Copy the underlined verbs and indicate in which tense they are_____
9. Copy the proper nouns_____
10. Draw Pilar with her bracelet and the bus.

Evaluation: to be done orally, through questions and answers.

Activity # 4

Topic: The Three Wise Brothers

Objective: To narrate the story The Three Wizard Brothers through a sequence of illustrations, promoting a developmental learning process.

Teaching means. Slides

Methodological guidelines

The teacher presents a sequence of illustrations on cards or slides and the students narrate the story with the teacher's help. The story can also be narrated orally imitating the voice of each brother.

Once upon a time there were three wise brothers. The eldest was dressed in a blue robe with white crescent moons; he was blond and from his pointed cap came a large flower. His power was to fly. The second brother had red hair and his tunic was a wonderful green color with yellow suns. His cap was small and round; this brother had the power to walk the seas. The smallest wizard had black hair and always wore it in the wind, without a cap. His robe was pink with numerous black stars. They say his power was better: he made flowers sprout on trees.

One day the older one collided with an airplane and fell into the sea. Then the middle one went running through the water before it sank and dragged him to the shore. The younger one approached his brother and saw that he was badly hurt. Then he had an idea.

1. Complete:

2. A day_____ collided with a _____ and fell into the sea. Then the medium-sized man went_____ through the waters before he _____ and dragged him to the _____.

3. What powers did the wizards have? The eldest could_____

The second one_____ and the little one_____

4. Complete T (True) F (False)

The older one hit a train_____

The magicians were cousins_____

The middle one wore a small hat_____

5. What idea might the little wizard have had to save his brother?

___Find and copy three b-words that are in the reading.

6. Write sentences using these words.

7. Draw the three wizards and their costumes using their powers.

Evaluation: to be done through questions and answers.

Activity # 5 The Lion and the Mosquito

Objective: To narrate the fable "The lion and the mosquito" through sequences of pictures or slides.

Methodological guidelines

It is suggested that the teacher learns the story and narrates it to the students, imitating the voices of the characters, showing his capacity to improvise, to recreate in the act of telling, that is to say the living word, with all the measurable qualities of the voice.

You can also orient yourself:

Read the following fable and answer the corresponding questions.

Teaching means: Slides of the animals in the fable, etc.

Once upon a time, a mosquito came up to a lion and said:

I am not afraid of you Mr. Lion, you are not stronger than me, and if you think otherwise prove it to me what scratches with its claws and bites with its teeth? That is also done by a woman defending herself from a thief! Undoubtedly I am stronger than you, at this very moment I challenge you to a fight! The lion, very uncomfortable, began to scratch himself with his own claws, until finally, he gave up the fight.

The proud mosquito sounded its buzzing sound again and flew around happily boasting of its victory, but without realizing it, it became entangled in the web of a spider. In a matter of seconds the spider approached the trapped mosquito and before devouring it, the mosquito said to itself: "Shame on me. I who have fought against the most powerful and defeated them, I am going to perish in the hands of an insignificant spider.

Moral: No matter how great the successes in your life are. Always take care that the joy of having obtained your successes does not ruin everything.

1. Answer these questions in your notebook:

Who are the characters in the fable?

What did the mosquito do?

What did the lion do?

What happened to the mosquito in the end?

What does this fable teach us?

2. Continue this story in your notebook:

Home

- One day a dog met a cat, then...

This is the development and more should be written

- The two of them had agreed to...

This is the end

So everyone...

Adjectives are used to mention the characteristics of the characters e.g.:

Fierce, weak, big, small, strong, honest, powerful, agile, bad, slow, noble, quiet.

3. In your notebook describe these characters with these adjectives, also write what they do, what they eat and everything you know about them.

4. Look and invent more words.

A sunflower + a sun = Sunflower.

Evaluation: It will be done in teams.

Results obtained with the application of the proposal

The didactic activities elaborated were evaluated in the pedagogical practice, through classroom visits that made it possible to appreciate the transformations achieved by the students in learning to learn and to use the learning possibilities that life permanently offers.

Results that show the effectiveness of the didactic activities used and that are visible when comparing the existing situation before and after their application, being appreciable in the following evaluations that reflect the current situation of the same indicators taken into account in the initial diagnosis.

- In the teachers and managers of the selected sample, it is evident that after the application of the activities, a greater mastery of exercises that contribute to enhance such learning has been achieved.
- The school's strategy was able to promote actions aimed at the development of creative exercises.
- The students are capable of valuing their own development, they feel more motivated to develop new exercises with more creativity.

- It was possible to verify that there are favorable changes in them, evidencing achievements in the following areas:
- In the school's strategy, new actions aimed at the development of developmental learning are redesigned.
- Creative activities are systematically planned.
- Teachers are more interested and motivated to study and implement materials and normative documents related to developmental learning.
- The center's library has materials that offer knowledge on this topic.

In general, a qualitative leap forward can be seen in terms of motivation for carrying out developmental exercises.

In summary, students are encouraged to actively appropriate and transform culture so that they can learn to know and learn to do, in which the student has become the protagonist of his or her own learning and has appropriated conscious and responsible mechanisms that contribute to the development of attitudes and motivations.

Conclusions

The developmental teaching-learning process constitutes the essential mediating channel for the appropriation of knowledge, skills, norms of emotional relationships, behavior and values, bequeathed by humanity, which are expressed in the teaching content, in close connection with the rest of the teaching and extra-teaching activities carried out by the students.

The initial diagnosis shows weaknesses in the teaching-learning process to strengthen developmental learning where the lack of systematicity and the poor self-improvement of teachers have caused insufficiencies in this process and therefore the expected results are not achieved.

The activities developed favor the level of theoretical and methodological preparation of school personnel, promote the integral development of the learner's personality, that is, activate the appropriation of knowledge, skills and intellectual capacities in close harmony with the formation of feelings, motivations, qualities, values, convictions and ideals, promote the progressive

transition from dependence to independence and self-regulation, thus developing in the subject the capacity to know, control and creatively transform his own person and his environment.

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